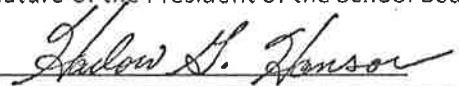
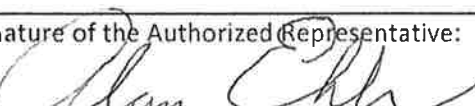


ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER PAGE

District Name: Madison Public Schools	District Mailing Address: Box 450 Madison, NE 68748
County/District Number: 59-0001	
District Contact for the School Improvement Grant	
Name: Alan Ehlers	
Position and Office: Superintendent	
Contact's Mailing Address: Box 450, Madison, NE 68748	
Telephone: 402-454-3336	
Fax: 402-454-2238	
Email address: aehlers@esu8.org	
President of the School Board (Printed Name): Harlow Hanson	Telephone: 402-454-3336
Signature of the President of the School Board X 	Date: 8 - 29 - 16
Authorized Representative of the District (Printed Name): Alan Ehlers	Telephone: 402-454-3336 Email: aehlers@esu8.org
Signature of the Authorized Representative: X 	Date: 8 - 29 - 16
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

SECTION 1. DISTRICT INFORMATION

PART A. SCHOOLS TO BE SERVED

- A.1 Complete the information in the table for each school in the district included in this application. Identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)					
					Turnaround	Restart	Closure	Transformation	Whole School Reform	Early Learning
				X				X		

- A.2 If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here. Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.

PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district's capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/AdvancED Accreditation or Rule 10 Continuous Improvement accreditation process, Improvement Plans included in the NCLB Consolidated application, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of six intervention models in any Tier I or Tier II school. Each

intervention model has specific requirements that must be implemented. In Section 2, Descriptive Information School Level, Action Plans, and Budget forms have been designed to ensure that all the requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

- B.1 Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. The District must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and infrastructure, and selected interventions for each school aligned to the needs of each identified school. A district may request funds for LEA-level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a LEA-level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

Madison Middle School is in year 2 of Title I school Improvement Status. In the 2014-15 of school year NeSA results showed that 54% of the 6th Grade Students had reached proficiency in Reading and 43% had reached proficiency in Math. In 7th grade 57% of the students had reached proficiency in Reading and 33% had reached proficiency in Math. In 8th grade 55% of the students had reached proficiency in Reading and 45% had reached proficiency in Math. These results for Madison Middle School have placed Madison Middle School in the Needs Improvement category and on the School Improvement List.

Because of the status, Madison Middle School will develop and implement a four-year plan (2016 – 2017 being a pre-implementation year) to help move our NeSA Proficiency levels in the areas of Reading, Math, and Science. A planning committee was developed to submit a plan to the Nebraska Department of Education. This committee was made up of our School Improvement Team (SIT) and well as members from our administrative team to identify current needs in the Middle School by analyzing current data to drive the team's decision-making. Madison Public Schools SIT has representation of Middle School staff and parents and who have been key stakeholders in the decision-making process to apply for additional School Improvement Grant (SIG) funds. The four-year plan will incorporate researched based methods to connect with parents and students on academic achievement and communicate the importance of preparing for high school. We have a large population of at-risk students in the middle school based of our current embargoed 2015-16 NeSA Data and we want to support the Middle School students in attaining a proficient rating. It is our goal to improve our current status from "*needs improvement*" to a status rating of "*good*" rating on the AQuESTT. Our current data from NeSA is listed below from 2010 to this current embargoed data.

NeSA Reading

(# of students)	6th	7th	8th
2010	52% (37)	63% (41)	74% (42)
2011	60% (35)	77% (39)	65% (40)
2012	33% (46)	62% (39)	69% (36)
2013	71% (21)	58% (52)	64% (42)
2014	49% (37)	61% (28)	51% (45)
2015	54% (39)	67% (42)	55% (31)
2016	60% (30)	77% (44)	67% (39)

NeSA Math

	6th	7th	8th
2010			
2011	51% (44)	59% (39)	49% (40)
2012	62% (46)	54% (39)	50% (36)
2013	67% (21)	52% (52)	49% (42)
2014	50% (38)	55% (29)	35% (46)
2015	44% (39)	33% (42)	45% (31)
2016	60% (30)	52% (44)	44% (39)

NeSA Science 8th

2010	
2011	
2012	67% (36)
2013	49% (42)
2014	39% (46)
2015	38% (31)
2016	28% (39)

The Madison Public School District has provided and will continue to provide support as Madison Middle School implements the required and permissible activities detailed in this school improvement grant application. The Superintendent and Elementary Principal provided a report to the Board of Education regarding the available intervention models. Currently, we do not have a middle school principal. The Board of Education and Administrative Team feels the transformation intervention model is the only available model to implement.

The district will continue to provide regular staff development funding and programs for our staff that will be supplemented by the professional development activities that are included in this grant application. The district would like to apply for \$24,000 for the 2016-17 school year, \$210,000 for 2017-18 school year, \$195,000 for the 2018-19 school year, and \$171,000 for the 2019-20 school year. The total grant request is \$600,000 for the three-year period. We will be using 2016- 17 as a pre-planning and pre-implementation year while sending staff for Professional development in during the summer of 2017.

Madison Middle School will provide support to the staff and students by employing a 25% FTE Intervention Project Manager (IPM) to coordinate the Middle School SIG process in the Middle School. This person will coordinate then efforts of all stakeholders to help bring a team approach to support Madison Middle Schools.

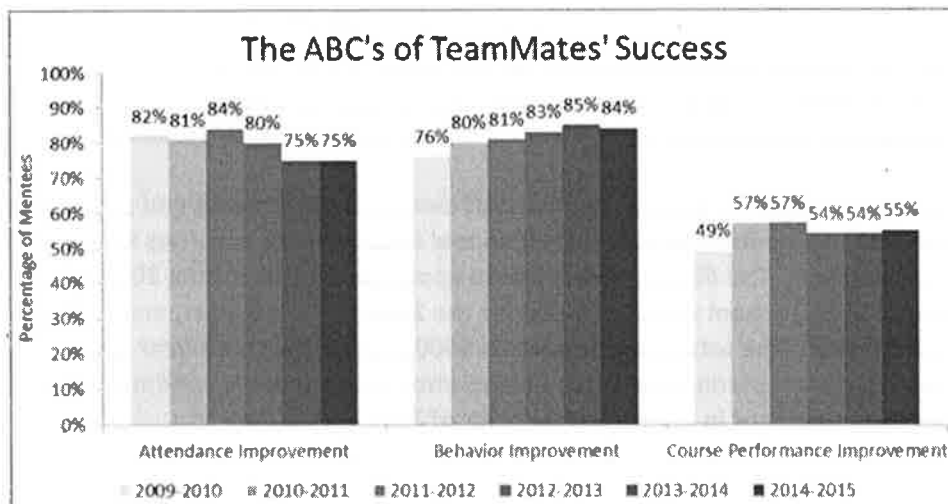
In addition, the district would use grant funds to pay for 50% of a Middle School Principal to help foster the school to home relationships that best practice has been shown is necessary for at risk students to achieve. We currently do not have a Middle School Principal that would assist in driving this process of increasing our proficiency levels and build a stronger relationship between the school and the community through parent involvement activities as well as a parent advisory committee.

The Middle School grant would also be used to fund 25% of an Instructional Coach position to help reinforce our School Improvement goals in the areas of Reading and Mathematics. The additional SIG funds would also fund 25% of a School Counselor.

The Middle School grant we are applying for would allow the district to support multiple positions in support the goal of improvement of the Middle School proficiency levels in the areas of Reading, Mathematics, and Science. This type of support will not happen without the grant funds.

The grant funds would also support additional professional development for all Middle School staff in the areas of Behavior Intervention Support Team (BIST). This intervention support team allows caring adults to confront disruptive behavior with grace and accountability. This team approach to Middle School discipline has allowed our office referrals to decrease from 80 to 20 on average.

The grant funds will also help support the continuing need and expansion for the Teammates program in our Middle School. We have been running a Teammates program for the past 3 years. We have a major need of more mentors in our middle school and want to use grant funds to help support the recruitment and retention of our mentors in the middle school currently, we have 37 matches with a majority being in the Middle School and have a waiting list as well in the Middle School.



The grant funds would help support more investigative professional development in the area of Science. Our NeSA Science scores in the Middle School dropped from 38% to 28% proficient which our committee and stakeholders have identified this area as the greatest need of support.

- B.2 Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers' union. Indicate how the District will ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the School Improvement Grant funds and that those resources are aligned with the interventions.**

Over the last 2 years, the district's utilization of an Instructional Coach has allowed our teachers and paraprofessionals to improve their delivery of the Reading Mastery and Saxon Math programs. This approach has stabilized our NeSA scores K-5 in the areas of Reading and Mathematics. However, there is additional need for intervention and support in the Middle School. The Instructional Coach has provided valuable leadership to help our teachers and paraprofessionals demonstrate early and continued success with these new programs. Madison's Reading and Mathematics programs are research based and require knowledge of direct instruction. This position provides our Middle School staff with a resource that connects best practice to current practice and has allowed staff to develop relationships that have a strong tie. These changes along with new programs in student management and professional development in reading, math and technology provides past evidence of the steps the district took to improve.

The District's teacher and administrative evaluation process was also aligned to student achievement goals and was developed based on the Danielson model. This model has helped develop a common language of learning that has supported both staff and students during the last 4 years. This has had a positive impact on the conversation between building administrators and staff.

These programs along with the commitment of district staff allowed both the Elementary to move off the School Improvement list in the 2014-15 school year. This, along with the districts' move to district-wide North Central Accreditation in the 2013-14 school year should allow the district to reach a common focus to serve the needs of our community.

Additional Improvements Efforts:

Reading Mastery Program: This program has been used successfully for students in Kindergarten through eighth grade and has allowed staff to place them at appropriate reading skill levels. All staff have received training in Direct Instruction methods and additional staff development is provided by the Instructional Coach who leads the implementation of the Reading Mastery program.

Saxon Math Program: The Saxon Math program has been used at Madison Public Schools during the last several years. The scope and sequence of the program allows for Saxon Math to be taught in Grades K-12. Professional Development has been provided on a yearly basis from the Instructional Coach to allow the program to provide positive student data. During the 2012-13 school years, steps were developed to combine 8th grade and Algebra I curriculum to be able to offer class content earlier to create two tracks for mathematics beginning in 8th grade:

1. (8) Algebra I, (9) Geometry, (10) Algebra II, (11) Trigonometry/Pre-Calculus, (12) Calculus 1
2. (8) Algebra IA, (9) Algebra IB, (10) Geometry, (11) Algebra II or Standards Math, (12) Math Topics or Algebra II or Trigonometry

Interactive Science Program: This science program gives us the structure and curriculum to increase our NeSA scores in the area of science. This is a new implementation and we are still working on all the details of professional development and collaboration with the K – 8 teachers. A dedicated 40-minute time block for science is now in effect in the elementary and this will increase the science vocabulary and knowledge of our student in the area of science going into the Middle School. The loss of our middle school principal from 2015-2016 school year has made the implementation of Interactive Science more difficult. The lack of administrative oversight for the implementation of the new program is a concern.

Response To Intervention (RTI) implementation: The RTI team began meeting during the 2013-14 school year to review data to help drive decisions made concerning student performance. This has allowed open communication on ways to best meet the needs of our district. The RTI team has started to take shape at the Elementary with plans to implement the Multi-Tiered System of Supports (MTSS) model move into the Middle School. We are currently transitioning to the MTSS model in grades 6 – 8.

Behavior Intervention Support Team (BIST) program: Madison Public Schools staff members have been trained and using the BIST model that supports a caring community and a productive academic environment. BIST empowers schools to change lives and behavior skills by: balance of grace and accountability, powerful language to problem solve, consistency in expectations.

Title I Programs: Madison Public Schools offers School-Wide Title I programs for students and also serves targeted assistance to private schools. The Title I program help support current programs and help students build skills in both Mathematics and Reading.

Strategies for further Improvement:

Advanc-ED Process: In March of 2014, Madison Public Schools hosted an Advanc-ED external team visit to review the past five years of data and to develop a plan to support our ever changing school makeup. The visit from the accreditation team provided feedback to align our District Mission to current curriculum and make data based decisions to drive student performance. The Advanc-ED external team report identified the following areas that are currently being addressed:

- i. Develop and implement a curriculum documentation process for each grade level and subject area that will identify the specific content in each subject area with objectives, instructional delivery, and possible assessments that could be used to measure the impact of the content, in order to support, monitor and inform teaching and learning.
- ii. Update and implement processes, procedures, assessment practices, and instructional approaches to meet the emerging needs of Limited English Proficient students.
- iii. Create and implement a formal, district wide continuous improvement plan with goals, action plans, policies, procedures and timelines.

School Improvement Team (SIT): During the 2013-14 school year, the district has created a SIT that meets monthly to look at student achievement data and align professional development needs of the district. The district's SIT is comprised of educational professionals from the high school, middle school, and elementary school staffs. This team also includes specialty teachers in the areas of Title I, Special Education (SPED), and English Language Learners (ELL). Since the 2014 Advanc-ED visitation, the SIT has taken the critical step to augment the team by adding parents to help support and drive educational decision-making for our district.

Curriculum Purchase Schedule: The administrative team has developed a rotation for updating textbooks in the district, which includes a budget plan to support the district to stay current. This, along with realigning the curriculum, is helping teaching staff to develop classroom objectives that closely align to classroom lessons.

Teammates Program: The district would look to expand this program to meet the needs of the growing middle school students that are at risk of not graduating. Our current data:

Annual Metrics	2014-2015	2015-2016
Academic Improvement	35%	41%
Fewer Disciplinary Referral	97%	89%
Fewer Unexcused Absences	94%	43%

From the 2014-2015 students involved in the Teammates program, compared to their peers, has fewer unexcused absences and showed greater academic improvement. Office referrals were significantly down from the prior year. We currently have 7 more students in the middle school waiting for matches and the additional support of this program will help increase awareness of the needs of the program.

Credentials of Staff

<u>Teacher/Staff Member</u>	<u>Program</u>	<u>Subject area</u>	<u>Years of experience</u>	<u>Degree</u>
Jim Crilly	2400	Principal	15 district, 19 total	MA
Adele Anderson	1100	Science	26 district, 30 total	BA+36
Travis Jordan	1100	6th grade/ LA and Social Studies	11	MA
Jonita Ferguson	1200	SPED	10 district, 18 total	MA
Julie Engelmann	1150	ELL	13	BA+27
Lareesa Greunke	1100	7th - 8th LA	20	BA+18
Tom Harrington	1100	7th - 9th Math	18	MA
Dawn Johnson	1100	7th - 8th Social Studies	18	MA+9
Bobbi Middleton	1100	6th grade/Math and Science	8	MA
Beau Viergutz	4200	Title One and Digital Citizenship	1 district, 7 total	BA
Connie Herz	4200	Title One and Reading	14 district, 17 total	BA+9
Sue Jurgens	1100	FCS	18 district, 19 total	BA+27
Casey Wolta	1100	Art	9 district, 10 total	BA+27
Steve Jirsa	1100	Music/Band	13 district, 16 total	MA+9
Teryn Rother	1160	Elementary Counselor	5 district, 8 total	MA
Leticia Rodriguez	4915	Migrant Liaison	16 district, 16 total	N/A
Diana Lopez	1160	Interpreter	2 district, 2 total	N/A
Jayna Wells	1100	Para-educator	8 district, 8 total	N/A

During the 2012-2013 school years, staff members were provided multiple professional development activities to help build technology skills among the staff members. Apple professional development was contracted to help support our 1-1 move to iPads in the Middle school and to enhance technology use in the high school staff and students to align with the districts 1-1 laptop program. Cindy West, of Lincoln Public Schools, who now serves as an ELL consultant, provided district training to staff for our ELL program at the start of the 2013-14 school year.

During the 2014-2015 school year, we focused heavily on building a better understanding data and how it can changed the way we teach and make decisions in the classroom. The district continues, through its SIT, to hold subject area meetings, examine the gaps in our curriculum, and developing a scope and sequence in all curricular areas. We have also implemented Interactive Science in K-8 as of the fall of 2016-2017. This will help us to address the deficiencies in science we have witnessed over the past few years.

Professional development has included a number of efforts in the past few years. All teachers are involved in a small study group that is focused on making improvements in reading, math, and science. Currently, we are examining additional training to help develop a common language of learning based on Robert Marzano's model. The K-12 staff received training in implementing the Saxon Math instructional resources over the past several years. The district has provided on-going professional development in the area of Saxon Math. In addition to these activities, the District has encouraged staff to participate in other forms of professional development as provided by the Educational Service Unit, Nebraska Department of Education, and subject area professional organizations.

The Demographics for the Community of Madison: Madison is a diverse community of approximately 2,400 people located in Madison County. Madison is proud to be the home of the Madison County Fair and Rodeo, and also hosts annual 4th of July and Christmas in Madison celebrations.

The community offers a library, museum, parks, golf course, swimming pool, and an active business district to meet the needs of families. Multiple church denominations also serve the community.

Madison and its friendly folks are located within an hour drive to several lakes for summer fun and recreation. The area is well known for hunting and fishing opportunities and is a great place to settle down and raise your family. Madison is full of Progress, Pride & Possibilities.

Madison Public Schools offer a comprehensive educational curriculum for grades P-K through 12 and offers special programs and activities geared to provide enrichment, exploration, and instructional support for all students. Our district has highly qualified, nurturing and dedicated staff that go above and beyond in providing quality academic programs.

Along with our teaching staff, parents, businesses, and community members are committed and dedicated to providing strong educational opportunities for all of our children. The school district offers excellent 21st century learning opportunities to prepare our students for the global world.

The following areas of deficiencies have been identified at Madison Public Schools:

Inability to recruit new teachers

Strategies to attract Highly Qualified Staff

Mentoring program for new staff members

Lack of facilities

Competitive Salary and benefit package

- B.3 If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers' union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.

Madison Public Schools has received Tier I grants for Madison Elementary in 2010-11 and a Tier I grant in 2011-12 at our Middle School Building. We have also received a Tier III grant for our High School starting in 2014-15 and will end in 2016-17. The resources from the previous grants have allowed the district to fund the programs needed to meet the needs of our students.

At this time Madison Middle School is designated as a Tier III school due to our "Needs Improvement" status because of not meeting AYP. We are not eligible to apply for additional grants for our Elementary and High School at this time. If you have additional questions about prior grants please refer to those documents that were submitted.

- B.4 ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turnaround may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; the procurement method used for securing and selecting the provider(s); and how the district will regularly review and hold accountable the selected provider. Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full or part-time in the school.

External assistance in improvements areas could come from the following areas:

Advanc-ED External Team Members:

Dr. Kristin Sherwood - Wichita, Kansas
Dave Gibbons - Schuyler Community Schools
Jamie Garner - ESU #15, Trenton, Nebraska
Shavonn Holman - Lincoln, Nebraska

Madison Public Schools and Madison Middle School will continue to utilize external assistance from multiple sources to assist teachers and improve student learning. Educational Service Unit #8 (ESU8) staff that will assist in providing ongoing professional development and support are Stephanie Wanek(reading), Heidi Rethmeier (math), Deb Wragge (professional development and teacher mentoring), Katie Marrow and Molly Aschoff(technology integration). Nebraska Department of Education (NDE) staff will work with Madison Elementary on a consultative basis. NDE staff includes Karen Hardin & Randy McIntyre (Title 1 Needs Improvement).

The district will be continuing to utilize the external assistance provided by Behavior Intervention Student Team (BIST) services. We have used this throughout several other grants and it has proven a reliable program that has help serve our at-risk student and gives our teachers the ability to deal with behavior issues in a way that teaches the students how to deal with them and be successful. If the student is not able to do this then it provides a safe area for the student that is experiencing difficulties to go until they can return and be successful in the classroom. This allows other students to have minimal disruption to their education because of other students' behavior. The plan would be to provide monthly support for students and teachers compared to quarterly support now provided. The middle school SIG grant, in the past, has provided more support than is currently given in our middle grades. This was key in the reduction of office referrals and less disruption in the classroom.

The district has been in contact with Midtown Health Specialists to contract for behavioral health services. This external provider has agreed tentatively to provide family behavioral counseling that is beyond what our current school counseling staff can provide. The current level of poverty inhibits our families from accessing the needed services based on their income, even with a sliding fee scale provided. It is our desire by adding this service at the clinic in Madison that we enhance and support integrated care and seeking out those children/youth that are in need of this desperate support.

Teammates is a program we offer at Madison Public Schools to help support our at-risk students. During the 2015-16 school year, our middle school represented 30 out of the 37 district matches that are at-risk students and this is where we are looking to expand our Teammates program by pairing more students with mentors that requires an additional emphasis on development and promotion of the program. Grant funds would continue support of our coordinators with a more specific time to focus on middle school students. We would also be contracting with additional Teammates program developers to push the purpose upon our middle school students.

The district will work with Advanc-ED external team to ensure all areas of compliance are met on the Advanc-ED website. The district is currently on year 3 of the 5 year cycle and has

completed 2 out of the 3 goals set forth by Advanc-ED and is working to complete the 3rd during the 2016-17 school year. The administrative team along with the Board of Education will monitor the effectiveness of this provider. The district is not asking for funding because it is required for accreditation by the Nebraska Department of Education. The services that Advanc-ED provides are critical to the continuation of our district's improvement.

The IPM and student services coordinator will meet monthly to review visits from the BIST representative. During these meetings they will look at individual students along with overall student data to evaluate the success of our on-going efforts.

Our partnership with Midtown Health Behavior Health Specialist would be evaluated with effectiveness assessed and monitored on a bi-weekly basis with the IPM and student services coordinator along with the Superintendent in quarterly meetings with the director of the Midtown Health Center.

The Teammates co-coordinators on a weekly basis will provide a weekly report to the middle school staff to allow all parties to support the on going mentoring at the middle school level. The IPM and student services coordinator will review updated data to drive future decision-making.

- B.5 Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

Madison Middle school programs will be aligned to support the intervention model with a team approach that involves weekly planning with the middle school teacher team that will work with district administration to align services in the following areas:

- Title I services will support the ongoing efforts to improve overall academic skills in the middle school. A portion of Title I funds will be used to provide this support.
- Madison Middle School Special Education services are provided on a 1.0 FTE equivalent for the 110 students in the middle school. 13.5% of our Middle School students are identified to receive special education services. District funds are allocated to provide the full-time special education instructor to support and align with the intervention model for student success.
- The district has allocated funds for additional support in the area of school counseling to allow the elementary counselor to provide additional services to students in the 6th grade in the areas of transitioning in the areas of social/emotional development. Funds for this additional support will be paid from district (1160 poverty funds).
- English Language Learners (ELL) services have been realigned to better connect services with needs and support the newcomers to our middle school. District funds in the budget area 1150 ELL funds.
- Migrant funds are allocated for a liaison and Para-educator support at the middle school level. With the high level of need and the transition of our parents into our community, district funds from our migrant program allow additional support.

Even though we have multiple programs of support, without consistent leadership from the IPM/Middle School Principal we struggle in the middle school. With the awarding of this grant, this individual will be able to allocate 100% of their time to the middle school and work collaboratively with the teachers and parents to reverse our deficiencies in the areas of NeSA Reading, Mathematics, and Science.

- B.6 If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

- Some changes may require approval of the local union

After meeting with our current stakeholders, one of the top barriers that were identified was to increase instructional minutes for the students at the Middle School level. Other key barriers identified have been in the areas of Special Education and Title I. It is apparent that these programs of support have lacked focus that is required to drive student performance in our ever-evolving district. That is why our district is now considered a Demographically Transitioning School according to the Nebraska Department of Education.

Over the last four years, Madison Public Schools added additional time to the schedule and is currently looking into increasing school time to meet the ever-changing needs of our students. The current schedule was developed based on facility limitations at our middle school/high school building. During these discussions over the years it had been very apparent that a change that might impact extra-curricular activities would not be very popular with the Board of Education or the community of Madison.

Summer school has been offered along with summer feeding programs. The summer programs have been in place for students in grades PK-8 and with the new Accountability funds additional time would be provided through a summer school alternative education program. Over the past five-years, Madison Public Schools have shown the flexibility to make changes in the schedule to help improve student performance. The additional focus on the RTI/MTSS process at the Middle School will also align all programs to better serve the students.

All stakeholders are actively exploring a significant change for the 2017-18 school year to realign our middle school day. It is the team's belief by moving Junior High sports from 8th period to outside of the school day, this will return an estimated 45 minutes a day or 7,650 minutes per year. This will allow us to expand the core academic time or use this time to focus on expanding core skill preparation that will further align with our goal of increasing our NeSA proficiency levels. This has to be negotiated due to the middle school coaches current pay schedule. Also, it is pivotal that we have a Middle School Principal to help drive this, which we currently do not have. Our timeline is to have this negotiated and ready to implement this change of minutes in the day during the 2017–2018 school year.

- B.7 Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the District will place an emphasis on building structures, systems, and processes to support reform efforts, including the creation of formal mechanisms and feedback loops to capture data from the field to inform continuous professional development and effective program implementation; shifting existing resources to support activities that have demonstrated success; and creating and sustaining strategic partnerships with community stakeholders that assist in maintaining community support and leveraging resources after the grant period ends.

Madison Public Schools has shown evidence of using past grants funds to increase student achievement. This process has been trial and error for part of that time but we have developed sound strategies to increase academic skills that will benefit our students.

One of our largest success stories has been the implementation of the Teammates program. This program has brought 30 positive role models from our transitioning community into our middle school. This has allowed better community support and has brought additional parent support to our middle school. Earlier in this grant application, the data that was provided indicates positive growth to support our educational process.

The district's plan for the Middle School grant would be to partially fund several positions so over the next three years the district would gradually bring expenses back to the general fund. We are looking to fund 25% of an IPM position, 25% of an Instructional Coach, 25% of a School Counselor, and 50% of a Middle School Principal.

The biggest expense for the district will be to maintain the Middle School Principal, but this position is essential to driving the changes needed to be successful in increasing or NeSA scores and leading the staff through needed professional development in the area of science as well as bring more academic time back into the school day. The district is developing a plan to pay for 50% of this salary and moving towards 100% in three years. Funding for the Instructional Coach and School Counselor positions would also be a district priority.

We have found that by using data to evaluate the current programs allows for appropriate interventions. This data will also be shared with all stakeholders and reviewed on a monthly basis. The district feels that the additional time with our highly qualified staff will increase our student's opportunity to learn. This process will have a positive impact on our academic skills and NeSA results in the future.

- B.8 The District must describe its consultation, as appropriate, with relevant stakeholders regarding the District's application and implementation of the school improvement models in its Tier I and Tier II schools. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for setting rigorous goals or adopting these goals if using the variation of the Transformation model. If the district goal will be the same as the State goal, complete the district column with "Same".

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	Same
Math	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	Same

Leading Indicators

Leading Indicator	State Goals	District Goals
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Same
Graduation rate (high schools only)	Measurable increase from the previous year	Same
College enrollment rate (high schools only)	Measurable increase from the previous year	Same
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Same
Leading Indicators (includes dropout rate, student attendance, number and	Measureable improvement from previous year (or baseline for initial year of grant)	Same

percentage of students completing advanced coursework (high school only), discipline incidents, truancy		
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Same

Statewide Average Change (From 2013-14 to 2014-15 AYP Data)				
Group	Reading		Math	
	Percentage	District	Percentage	District
All Students	2.15	2.15	0.71	0.71
American Indian / Alaska Native	3.22	3.22	0.13	0.13
Asian	1.72	1.72	0.88	.88
Black or African American	4.00	4.00	2.09	2.09
English Language Learners	4.75	4.75	0.73	0.73
Hispanic	4.04	4.04	1.51	1.51
Native Hawaiian or Other Pacific Islander	5.12	5.12	-1.99	1.0
Special Education Students	3.15	3.15	0.45	.45
Students Eligible for Free and Reduced	3.26	3.26	0.84	.84
Two or More Races	3.91	3.91	1.91	1.91
White	1.53	1.53	0.48	.48

Two or More Races	-0.31	1.28	
White	0.73	2.14	

- B.9 Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

A team was created to develop this application. We met and discussed the needs of the district and what areas would benefit from a grant application. The middle school was identified because of the overall NeSA scores and lack of growth from year to year. We reviewed our last application and made the modification to go from an alternative setting, similar to the high school, to focus purely on academic growth on the NeSA especially in the area of Science. We identified the position of a Middle School Principal as the highest priority because of the need for strong leadership to implement these changes to increase our NeSA scores. We have involved the School Improvement Team (SIT), the Leadership Team from both buildings and the parent advisory committees to help identify the areas of need and our focus in the middle school. The middle school staff is involved in the development of this application.

The team responsible for developing the final application consisted of Alan Ehlers, Superintendent; Gary Klahn, IPM Coordinator; Andrew Offner, Elementary Principal and Curriculum Direct and Data Steward; Karla Kush, 6-12 School Counselor and Student Services Coordinator; and the ESU #8 Professional Development Team. The implementation of the project will involve all Middle School teachers.

- B.10 Describe how families and community will be meaningfully engaged on an “on-going” basis for the duration of the selected intervention model beyond the planning/pre-implementation stage of the grant.

At Madison we host many events to engage our families and community. We want to expand the role of our Parent Advisory Committee (PAC) to meet monthly and have a lasting impact on our middle school. We want to continue to utilize our PACs with essential topics that they find desirable and in planning future curricular expansions. The Madison community and business leaders have an additional venue to open dialogue with the school district through a Big Red Advisory Team. This committee focuses on the development of the community as a whole.

We intend on sharing our district’s NeSA data with the parents and ask them what they see as a high priority or need of the community. Our intent is to host more events such as our iPad boot camp for all of middle school students and parents. This allows the school to get parents in the building and to explain to them the best use of our technology at home. A K-8 carnival to promote our school and engage more parents in a meaningful but fun event is another way we’d like to get the parents and community more involved. This would be more practical with having a Middle School Principal to drive these initiatives and conversations. That is one of the major reasons for this grant application to use grant funds for retention of a Middle School Principal.

- B.11 Describe how the district will implement, to the extent practicable, in accordance with its selected intervention model, one or more evidence-based strategies to improve student achievement in the selected school.

We are looking at going to either the Marzano or Danielson Instructional model for our district. We currently use the Danielson model for our evaluation model, but have not made the commitment to an instructional framework. By selecting one of these models we will have a common instructional language that will benefit our students and teachers. We are currently sending a team of both teachers and administrators to explore the Marzano model. These are two separate workshops to expand our knowledge base. Following our August 29th 2016 Educational Service Unit #8 focus meeting, future dates were set for additional training on next steps of potential full implementation.

If our grant request is awarded, our plan is to send the entire Middle School staff to the Ron Clark Academy. “The Ron Clark Academy (RCA) is a highly-acclaimed, nonprofit middle school located in Southeast Atlanta. The Academy has received both national and international recognition for its success in educating students with academic rigor, passion, and creativity balanced by a strict code of discipline. Our 5th - 8th grade students represent various socio-economic and academic backgrounds and communities from across the metro region. The

Academy seeks to extend its reach beyond its student body by having an impact upon students everywhere. RCA is a demonstration school – a place where visiting educators engage in a vibrant professional development experience by observing best practices in action before participating in hands-on workshops. In the past seven years, more than 22,000 superintendents, district level administrators, and teachers from 42 states and 22 countries have participated in the RCA Experience to learn better ways to engage students, promote academic rigor, and create a climate and culture that promotes success.” By attending the RCA, our middle school staff will gain the necessary skills and strategies to effectively address our academic deficiencies.

The district has made a commitment to Interactive Science K-8 developed and supported by Pearson with the intent of using grant dollars for on-going professional development. We will contract Pearson Educated Inc., to provide professional development in the areas of Interactive Science due to our deficient scores on NeSA Science. This professional development will be above the standard training that the middle school staff has already received. We will have an Interactive Science Instructional Science expert come to our school to progress monitor and collaborate with the middle school science staff to improve their instructional effectiveness in Science. By doing this, we hope to improve our Science scores.

- B.12 Planning/pre-implementation activities/costs are allowable for this grant. Districts must identify the amount and provide a description of the use of any funds awarded under this application for planning/pre-implementation year 1 activities. The District will determine whether year 1 is a planning year or an implementation year. See page 56 of the 2015 guidance at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A budget for “Planning/Pre-Implementation Activities” is included on the budget pages.

Planning/pre-Implementation activities will be evaluated based on: (a) relevance to the plan as a whole, (b) whether the activities are reasonable and necessary and directly related to the requirements of the selected model, (c) address the identified needs from the Analysis of Need, (d) represent a meaningful change that has promise for improving student achievement from prior years and is research based , (e) represents a significant reform that goes beyond the basic educational program, and (f) meet the “supplement not supplant” requirement.

Allowable activities for planning/pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;
- Instructional Programs: provide remediation and enrichment to students through programs with evidence of raising achievement, identify and purchase instructional materials that are research-based and aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, and devising student assessments;

- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school's plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

The district is planning to use 2016 – 2017 as a Planning/Pre-Implementation. The district is not planning to expend any grant funds on pre-planning.

PART C. LEA-LEVEL BUDGET

A LEA-level budget is needed *only* if the district is requesting funds for LEA-level support for the school(s) to assist in implementing one of the models as identified in question B.1. above. LEA-level costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000 to \$2,000,000) per school and must clearly be LEA-level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities, including the planning/ pre-implementation activities, and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant. See B.10 above for requirements, allowable uses, and evaluation of planning/ pre-implementation costs included in LEA-level budgets.
- C.2. The District may choose to complete the optional LEA-level Budget for District-level support among all Tier I, Tier II, and Tier III schools receiving a School Improvement Grant. If a District is submitting an application for only one building, costs for LEA-level activities designed to support implementation of the selected school intervention model in a Tier I, Tier II or Tier III school *may* be included in the budget for the building. The link to the Budget Form is:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

The EXCEL Spreadsheet contains all budget pages, from three to five years, including a summary budget for the entire application. Attachment C contains a sample budget page.

NOTE: NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant period comes to an end.

PART D. ASSURANCES

By submitting this application, the District assures it will do the following (Double-click the box and select "Checked."):

- ☐ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- ☒ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- ☒ (3) Ensure that each Tier I, Tier II and Tier III school that it commits to serve receives all of the State and local funds it would receive in the absence of school improvement grant funds and that those resources are aligned with the interventions;
- ☐ (4) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- ☐ (5) If it implements an evidence-based, whole school reform model in one or more eligible schools, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer;
- ☐ (6) For an LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA that chooses to modify one element of the turnaround or transformation model under the rural flexibility offered in section I.B.6, meet the intent and purpose of that element;
- ☒ (7) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG applications, to recruit, select and provide oversight to external providers to ensure their quality;
- ☒ (8) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☐ (9) Report to the NDE the school-level data required under section III of the final requirements.

PART E. WAIVERS

Check each waiver that the district will implement. (Double-click the box and select "Checked.")

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools that fully implement a SIG model beginning in the 2015-2016 school year.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Section 2. SCHOOL LEVEL INFORMATION

Complete a Section 2 for each school included in the application.

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and budget forms are designed to be utilized for all approved models. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

School Level Information for Tier III Schools

- Tier III schools that are Title I schools in school improvement, corrective action, or restructuring have the option to use these funds to support, expand, continue or complete the schools Needs Improvement plan. These schools must complete the Action Plan (A.3.).
- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager (IPM). The IPM will have, at a minimum, a current Nebraska teaching certificate. The position will be at the school level. The Intervention Project Manager (IPM) must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the six intervention models and is on NDE's Title I-A school improvement homepage at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and Improvement Plans included in the NCLB Consolidated application, if available.

Student Achievement and Leading Indicators

This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

Complete the table below using 2014-15 data. Provide an explanation if any data is not available.

Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	12%
(2) Graduation rate (AYP graduation rate for high schools only)	91.10
(3) College enrollment rate (high schools only)	64%
Leading Indicators	
(4) Number of minutes within the school year	66,660
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	17
(6) Dropout rate (total for high schools only)	6.80
(7) Student attendance rate	95.63
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	4
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

Madison Middle School is struggling in the NeSA areas of Math, Reading, and Science. We have a high percentage of students qualifying for ELL services in our middle school and these dynamics effect our NeSA scores and our overall instruction. We currently have an ELL instructor; however, with no principal to help monitor this area more closely we have slipped in our overall ELL students' proficiency level on NeSA. In addition, the intervention model will provide opportunities to develop a behavior plan to positively affect those issues. This process is ongoing and will continue.

Graduation rate is not factored into the middle school; however, with the implementation of either the Marzano or Danielson model we will be developing a common language for instruction that will bridge the middle school and high school. This will help our overall graduation rate, college attendance rate, and dropout rate as these students get to be 12th graders. At this time there is no plan to increase the length of our school day at the Middle School level; however, with the anticipated movement of Middle School sports to outside the school day, around 8,000 of instructional minutes back into academic time. We have no advance course work in the middle school except Algebra I class that 85% of our 8th graders take.

The BIST program we currently use and are hoping to get 100% of the Middle School staff members trained on with the addition of grant funds. This program teaches student to be accountable and take responsibility for their behavior. It also for the removal of a student that is struggling until they are able to regain control. This helps to minimize the loss of instructional minutes for the rest of the class when a student acts out. This has also reduced the overall number of suspensions in the middle school from 12 to 4, during the 2015-16 school year.

- (b) Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

We have identified the transition of students from the elementary building to our middle school building is a key concern for both students and families. To better support this transition we are hopeful the grant would provide additional funds to contract with Midtown Health Center for the services of a behavioral health specialist. In a non-metropolitan community such as Madison the availability of social workers is quite limited. It is our hope that the behavioral specialist can provide strategies to both staff and parents that would support additional academic growth.

Title I accountability fund have been used to provide an extended school year for students in grades 6-8. During the summer of 2016, Madison Public Schools implemented a Title I Jump Start Program for students in our elementary building. This program was focused on building academic skills in the area of Reading and Mathematics. This approach has allowed certificated teachers to build early relationships with students that would be in their classroom. The middle school team is currently exploring the use of this intervention approach for possible use at the middle school level.

Further implementation of the Teammates program will help continue to foster the community school relationship. The Teammates program continues to bring community members into the middle school building and has given our parents additional support to develop long-term ties to the community. One of the issues identified in Madison is the high mobility rate. During the 2014-15 school year, Nebraska's mobility rate was 12.25% and the rate for Madison Public Schools was 14.55%, which is well above the state average.

Aforementioned, our goal is to increase the use of our PACs. Steps have been taken to actively recruit middle school parents to take active roles in their children's educational process. Another avenue that parents are able to get involved is as members of our migrant parent group that meets quarterly throughout the school year and has input on the use of migrant funds to support students. In the past, these funds have been used to allow students and parents to attend college visits as well as community activities. Migrant funds also provide the community liaison that serves as a link between migrant families and our middle school.

Another strategy the district has put in place is to set the goal of 100% attendance during our biannual Parent/Teacher conferences. During the 2015-16 school year, the middle school staff was encouraged to reach out to all families with no exceptions being made. Research has shown that a positive connection between school and home helps foster the learning environment.

During the 2016-17 school year additional enrichment activities have been added for our middle school students that are involved in our High-Ability Learner (HAL) program. These activities are based on Science, Technology, Engineering, and Mathematics (STEM). After the review of academic data, the middle school team identified the need to move additional students to the advanced level compared to scoring proficiency on NeSA assessments. Activities in the areas of STEM will be the focus during the 2016-17 school year. The students are currently working with drones and robotics to develop these skills.

- (c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

The Madison Public Schools submits this application on behalf of Madison Middle School with these indicators of capacity to successfully address the goal of dramatically improved student achievement:

- Our classroom teachers also demonstrate the initiative and capability for meeting the goals of this improvement effort. Currently, there are 8 full-time certificated staff members at Madison Middle School in addition to some shared staff that work in the Elementary or High school. Within the 8 full-time certificated staff members, five have Masters' Degrees in their subject areas or administration/curriculum. Others are positioned on the salary schedule such that they could easily move into that level of educational preparation. All the teachers are endorsed with only one being outside their assigned instructional duties. There is a nice mixture of years of educational experience as well. We believe this provides a good balance of instructional background for our students to experience.

During the 2012-13 school years staff members were provided multiple professional development activities to help build technology skills among the staff members. Apple professional development was contracted to help support our 1-1 move to iPads in the Middle School and to enhance technology use in the high school staff and students to align with the districts 1-1 laptop program. Cindy West of Lincoln Public Schools who now serves as an ELL consultant provided the start of the 2013-14 school year the opportunities for training for our ELL program.

During the 2014 – 2015 School year we focused heavily on building a better understanding data and how it can change the way we teach and make decision in the classroom. This has been followed up by core are meetings and examining the gaps in our curriculum and filling them toe have higher achievement scores in all areas tested by NeSA. We have also implemented Interactive Science in K – 8 as of the fall of 16 – 17 in K – 8. This will help us to address the deficiencies in science we have seen over the past few years.

Professional development has included a number of efforts in the past few years. All teachers are involved in a small study group that is focused on making improvements in reading, math, and science. Currently we are examining additional training to help develop a common language of learning based on Robert Marzano's model. The K -12 staff received training in implementing the Saxon Math instructional resources over the past several years. The district has provided ongoing professional development in the area of Saxon Math. In addition to these activities, the District has encouraged staff to participate in other forms of professional development as provided by the Educational Service Unit, Nebraska Department of Education, and subject area professional organizations.

When Madison Public Schools was previously involved in the last SIG grant cycle, a teacher team along with the administrative team attended training on the Danielson model that has become the frameworks for teacher evaluation process. This process has opened the lines of communication between the classroom teachers and the building principals and has had a positive impact on our school district. One of the key components of this approach allows the district to take into account data on student growth as a significant factor in the overall process. Although this model has been effective the district has discovered that it has not developed the common language of learning that is optimal for student/teacher improvement. Currently Educational Service Unit #8 has contracted with professional development based on the Marzano model of effective teaching and we has a district are

actively moving towards a model that will provide adequate professional development opportunities to help develop that language of learning.

The data on hand shows a positive record of improved performance in Reading and some early indicators of improvements in math. However we have declined in science over the past 4 years. Implementing the actions in this grant application will further enhance those improvements in student performance and allow for our NeSA proficiency to increase. Recent trend data shows that students have fallen short in the areas of Reading, Mathematics, and Science.

Teacher/Staff Member	Program	Subject area	Years of experience	Degree
Jim Crilly	2400	Principal	15 district, 19 total	MA
Adele Andreson	1100	Science	26 district, 30 total	BA+36
Travis Jordan	1100	6th grade/ LA and Social Studies	11	MA
Jonita Ferguson	1200	SPED	10 district, 18 total	MA
Julie Engelmann	1150	ELL	13	BA+27
Lareesa Greunke	1100	7th - 8th LA	20	BA+18
Tom Harrington	1100	7th - 9th Math	18	MA
Dawn Johnson	1100	7th - 8th Social Studies	18	MA+9
Bobbi Middleton	1100	6th grade/MATH and Science	8	MA
Beau Viergutz	4200	Title One and Digital Citizenship	1 district, 7 total	BA
Connie Herz	4200	Title One and Reading	14 district, 17 total	BA+9
Sue Jurgens	1100	FCS	18 district, 19 total	BA+27
Casey Wolta	1100	Art	9 district, 10 total	BA+27
Steve Jirsa	1100	Music/Band	13 district, 16 total	MA+9
Teryn Rother	1160	Elementary Counselor	5 district, 8 total	MA
Leticia Rodriguez	4915	Migrant Liaison	16 district, 16 total	N/A

Diana Lopez	1160	Interpreter	2 district, 2 total	N/A
Jayna Wells	1100	Para-educator	8 district, 8 total	N/A

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

Madison Middle School is planning to use additional research-based strategies and practices to change instructional methodologies in the area of math and reading that caused the school to be identified as a Tier III building.

Mathematics: The K-12 math curriculum has been aligned with the Nebraska State Mathematics Standards. That curriculum guided selection of a K-12 research-based core program, Saxon Math that was implemented during the 2010-11 school year.

Reading: The Nebraska State Language Arts Standards were adopted. The Reading Mastery Signature Edition and Corrective Reading programs were implemented in grades K-8 in 2009 and continue to be used as the core program which allows students to come into the Madison High School with the skills to track students into the research based Language Arts classes.

Student progress in reading will be monitored by using the results of NeSA-Reading and NeSA-Math. Additional assessment results (standardized, local program data) will be used to monitor and evaluate effectiveness as well. Appropriate interventions will be implemented to assure the growth of all students in both math and reading. This data along with year-end graduation rates from NSSRS tracking of students will allow the district to better monitor the graduation rate over the four years as required in AYP accountability.

The district has identified additional use of the Check 4 Learning (C4L) resource to evaluate on-going teaching throughout the school year to be one of our identified goals for the 2016-17 school year. After analyzing the 2015-16 lesson plans for core teachers in our district it was apparent that additional use of C4L to help drive instruction and to establish lesson objectives would help our educators better meet the needs of our students.

Another strategy that ties to the transformational model is accountability for middle school staff to align classrooms objectives to classroom teaching by submitting weekly lesson plans to building principals. This additional accountability will allow a better focus on student data and outcomes.

The Tier III grant model and associated funding through this school improvement grant will enable us to implement all of the required actions and some permissive actions that will lead to significantly increased levels of student performance.

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

The district has developed a strategic plan that aligns well with our community's view of education and will help implement key components of this transformational model. NDE has identified Madison Public Schools as a transitioning community and meeting our strategic plan goals will further advance the educational offerings throughout our learning community.

STRATEGIC PLAN GOALS

- 1) To retain and attract students to Madison Public Schools
- 2) Improve instruction for students, especially for at risk students
- 3) Develop and implement a facilities plan
- 4) Increase community involvement in the schools

MAJOR INITIATIVES

The major initiatives associated with this five-year strategic plan to help us achieve our goals are:

- **District Marketing Plan (Ongoing):** The district needs to be able to grow our student enrollment each year by retaining our current students and bringing in quality students from neighboring areas. To do this, we need to develop a marketing plan that tells our story of excellence and focuses on our new initiatives to enhance our reputation in Northeast Nebraska.
- **Rebrand district name to become more recognizable (Ongoing):** Our district has excellent things to offer our students. One of the major issues we have is name recognition and people understanding what Madison Public Schools is all about.
- **Ensure Core Subject Interventions are in place for at risk students at the classroom and building levels (Ongoing):** The school buildings are showing improvement, but we want to focus even more on providing high quality interventions in a timely manner with the necessary personnel to react quickly to at risk students. Our primary goal is to put the programs and staff in place to allow all students to show growth toward meeting all state and federal requirements.

- **Use of the Advanc-ED School Improvement Process to guide academic achievement (Ongoing):** Recommitment to a School Improvement Team (SIT) that meets monthly on Data analysis for continuous school improvement. Refine curriculum cycles to include instructional planning/design, the team would include parents that would be active members of the process. The primary goal of the School Improvement Team is to ensure student learning at every grade level with every student.
- **Refine Buildings and Grounds Needs for Possible Bond (Ongoing):** Our Board of Education and administration have been developing a list of needs for building improvements that include HVAC repairs, additional parking, restrooms, concession area, locker room upgrades and performing arts areas. We plan to refine our needs and hold community meetings to share our needs with the public and seek input. This school year we will go back to the public with the projects identified to seek input on what could be supported for a possible bond election.
- **Development of Parent and Advisory groups (Ongoing):** Increase communication with parents by providing opportunities attend multiple activities throughout the school year that allow parent to interact with Madison Public schools staff members. Building principals are working to form PTO or Advisory groups. Superintendent has developed a Big Red Advisory committee of local business leaders and a Superintendent student advisory has been developed.

The action plan contained in this school improvement grant application aligns well with ongoing school improvement efforts under the NCA Advanc-ED process. Current school improvement goals are in place for math and reading. Madison High School currently has an Accountability grant focused on improve our graduations rate to meet the state average. Madison Middle School operates as a school wide Title I building with goals in Mathematics, Reading, and Science.

The transformation intervention model and associated funding through this school improvement grant will enable us to implement all of the required actions and some permissive actions which will lead to significantly increase our NeSA proficiency levels in the areas in Reading, Mathematics, and Science.

We have created local district action plans to address the NeSA scores in the Middle School which include but is not limited to the adoption of a new science curriculum that spans K-8. We have identified the need to increase the number of minutes in the elementary to 40 min everyday for every grade level which will increase a science instruction by 2,750 minutes for each grade level a year. Also, during the 2017-18 school year, the goal for our Middle School will be to move middle school athletics outside the school day that will help incorporate and additional 10,260 minutes back into academic times, which can be used to enhance the instruction of Reading, Mathematics, and Science in the Middle School.

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

The Accountability Compact Team (administrators, teachers, parents, and ESU 8 staff) met to review data, problem solve, brainstorm ideas, and develop a plan to increase student achievement in the areas of math, reading, and science. NDE and ESU representatives provided technical assistance in the areas of research on universal screeners and core programs. The group worked together to develop a plan that will increase student achievement in math, reading, and science for all Middle School students. Current members of the ACT team are:

Superintendent:	Alan Ehlers
High School Principal:	Jim Crilly
Elementary Principal:	Andrew Offner
Title I Teacher:	Connie Herz
Instructional Coach:	Erin Reeves
MTSS/ESU:	Cathy Fiala

Additional team members were added to help create this application following the July notification that additional information would be required to meet the criterion of the SIG. The newly created team met and discussed the needs of the district and what areas would benefit from a grant application. Along with this new team, building principals have developed MTSS/Leadership teams that meet on a monthly basis for the 2016-17 school year. At this time the first meetings have taken place building action plans have been developed to support academics. These newly formed Middle School leadership team has been able to provide input into the further development of this grant application due to the change of the application deadline and will be responsible as a team for the accountability of this grant if awarded. This team approach has allowed us to identify the Middle School as a priority in the areas of NeSA and the lack of growth on our scores from year to year. This team has reviewed the last application and made the modification to move our focus from alternative education to areas of academic growth on the NeSA especially in the area of Science. We identified the position of Middle School principal as the highest priority because of the need for consistent leadership to implement these changes to increase our NeSA scores. We have involved the School Improvement Team (SIT), the Leadership Team from both buildings and the parent advisory committees to help identify the areas of need and our focus in the Middle School. The Middle School staff is involved in the development of this application.

The team responsible for developing the written application consisted of Alan Ehlers, Superintendent; Gary Klahn, IPM Coordinator; Andrew Offner, Elementary Principal and Curriculum Director; Karla Kush, 6-12 School Counselor and Student Services Coordinator; and the ESU #8 Professional Development Team. The implementation of the project will involve all Middle School teachers.

A.2. Action Plans

Action Plans for Tier I and Tier II Schools

When the analysis of need is completed, the school must select one of the six intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, for three of the potential five years of the grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the six models provided below.

Six School Intervention Models (from USDE Guidance)

(a) Turnaround model:

(1) *A turnaround model is one in which a district must--*

- (i) *Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;*
 - (ii) *Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,*
 - (A) *Screen all existing staff and rehire no more than 50 percent; and*
 - (B) *Select new staff;*
 - (iii) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;*
 - (iv) *Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;*
 - (v) *Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;*
 - (vi) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;*
 - (vii) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;*
 - (viii) *Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and*
 - (ix) *Provide appropriate social-emotional and community-oriented services and supports for students.*
- (2) *A turnaround model may also implement other strategies such as--*
- (i) *Any of the required and permissible activities under the transformation model; or*
 - (ii) *A new school model (e.g., themed, dual language academy).*

- (b) Restart model: A restart model is one in which a district converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- (c) School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- (d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:
- (1) Developing and increasing teacher and school leader effectiveness.
- (i) Required activities. The LEA must--
- (A) Replace the principal who led the school prior to commencement of the transformation model;
 - (B) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that----
 - (1) Will be used for continual improvement of instruction;
 - (2) Meaningfully differentiate performance using at least three performance levels;
 - (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including ELs and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
 - (4) Evaluate teachers and principals on a regular basis;
 - (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
 - (6) Will be used to inform personnel decisions.
 - (C) Use the teacher and principal evaluation and support system described above to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; and
 - (D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.
- (ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
- (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

- (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or*
- (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.*

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

- (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; and
- (C) Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

- (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (B) Implementing a schoolwide "response-to-intervention" model;
- (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (E) In secondary schools--
 - (1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - (2) Improving student transition from middle to high school through summer transition programs or freshman academies;
 - (3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - (4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

(e) Evidence-Based Whole-School Reform Model: An evidence-based whole-school reform model must be supported by evidence of effectiveness including at least one study of the model that:

(1) Meets What Works Clearinghouse evidence standards with or without reservations (i.e., is a qualifying experimental or quasi-experimental study);¹

(2) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and

(3) If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 C.F.R. § 77.1.

Multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements above.

An LEA seeking to use SIG funds to implement an evidence-based whole-school reform model in a school must choose from among the models reviewed and identified by the Department as meeting applicable requirements. The Department intends to publish a list of such models and will notify SEAs when that list is available. (For more information on the review and identification process, see <http://www2.ed.gov/programs/sif/npr-wholeschlreform.html>.)

- (f) *Early Learning Model:* *An early learning model is one in which an LEA does each of the following in an elementary school:*
- (1) Offers full-day kindergarten;*
 - (2) Establishes or expands a high-quality preschool program;*
 - (3) Provides educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;*
 - (4) Replaces the principal who led the school prior to commencement of the early learning model;*
 - (5) Implements a rigorous, transparent, and equitable evaluation and support system for teachers and principals, designed and developed with teacher and principal involvement;*
 - (6) Uses the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so;*
 - (7) Implements such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system;*
 - (8) Uses data to identify and implement an instructional program that—*
 - a. Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and*
 - b. In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;*
 - (9) Promotes the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and*
 - (10) Provides staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.*

Rural Flexibility

An LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA (rural LEA) may choose to modify one element of the turnaround or transformation model so long as the modification still results in the LEA's meeting the intent and purpose of the original element. For example, if a rural LEA applying to implement a turnaround model seeks to modify the element of the model that requires the LEA to replace the principal, the LEA must demonstrate in its application how it will ensure strong leadership in the school. The LEA could do this by demonstrating to the SEA that the current principal has a track record in improving student achievement and has the experience and skills needed to implement the intervention.

Completing the Action Plans

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity within the last two years, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

Action Plans are to cover the three to five-year period that the School Improvement Grant is available. Optional Planning/ Pre-Implementation activities should be included in the Action Plans, if applicable, and would be included in the Year-1 budget. The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The five-year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire five years, of which three years of full implementation of the chosen model is required. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate that the school will be able to implement the intervention model in the first or second year and to fully implement the chosen model the three years.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three to five years or whatever is the duration of the grant. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

Action Plans for Tier III Schools

A Tier III school that is a Title I school in school improvement, corrective action or restructuring has an option to use the ESEA Section 1003(g) funds to support, expand, continue or complete the plan approved for the school's Title I Accountability Funds under Section 1003(a). If using this option, an Action Plan must be completed for each activity that the school is requesting funds.

The activities must be described with sufficient specificity for reviewers to see the connection to identified needs and the potential to produce outcomes that meet the purpose of these funds – to increase achievement and assist schools to exit the AYP improvement status.

Planning/Pre-Implementation Action Plan Tier III – Improvement Activities	
Activity	Jump Start Summer School Program for grades 6 – 8
Key steps	The middle school MTSS/Leadership Team will use data driven decisions to identify students that are below NeSA proficiency in the middle school and develop a timeline for Jump Start classes, assign staff member to teach the program, meet with parents to explain student options, development of curriculum. Progress will be monitored on how each of these students perform on the NeSA and MAP assessment as well as district placement test.
Start Date	April 2017
Full implementation date	August 1, 2017
Person(s) responsible	Superintendent, Intervention Project Manager, Instructional Coach and Student Services
Monitor and evaluate	Superintendent
Cost (Year 1)	\$6,000

Action Plan Tier III – Improvement Activities	
Activity	The Intervention Project Manager (IPM) will be paid 25% out of grant funds. This person will be actively involved in compiling data to help support teacher effectiveness. Additional duties will be to attend all SIG meetings and complete required paperwork.
Key steps	The project manager will also work with the Middle School leadership team to identify students and prepare individualized learning plans for each student. The IPM will take an active role in the development and alignment of curriculum and teaching.
Start Date	August 2017
Full implementation date	August 2017
Person(s) responsible	Project Manager
Monitor and evaluate	Superintendent
Cost for duration of grant	\$60,000

Action Plan Tier III – Improvement Activities	
Activity	Middle School Principal to be 50% paid by the grant funds.
Key steps	Hire or assign a Middle School Principal that will begin duties in July of 2017 who will help provide consistent leadership. This leadership will be key to support the staff in increased academic awareness and promote the growth of the Middle School NeSA scores by identifying struggling student and building an individual education plan for them.
Start Date	August 2017
Full implementation date	August 2017
Person(s) responsible	Superintendent, Project Manager, Student Services
Monitor and evaluate	Superintendent
Cost for duration of grant	\$ 127,500

Action Plan Tier III – Improvement Activities	
Activity	Continue to provide an Instructional Coach to be paid 25% by grant 75% with district funds.
Key steps	Utilize a person with experience in Saxon Math curriculum and Language Arts background that aligns with needs of the local and state testing requirements. These additional funds will help provide more intensive coaching at the same time adding teaching and learning minutes.
Start Date	August 2017
Full implementation date	August 2017
Person(s) responsible	Superintendent, Project Manager, Student Services
Monitor and evaluate	Superintendent
Cost for duration of grant	\$42,000

Action Plan Tier III – Improvement Activities	
Activity	Provide additional support for Middle School students by increasing school counseling at the middle school level by 5 hours each week. The emphasis of the additional middle school counselor's time will focus on accessibility, team building, social development and transitioning to be paid 25% by grant 75% with district funds.
Key steps	Better align the schedules between the elementary and middle school so the elementary school counselor can provide extended learning opportunities. Many of the activities will be developed to allow connections with families and encourage them to work with the middle school students in the areas of attendance, social development, and maintaining their academic standing.
Start Date	August of 2017
Full implementation date	August of 2017
Person(s) responsible	Superintendent, Project Manager, MS/HS principal
Monitor and evaluate	Superintendent
Cost for duration of grant	\$42,000

Action Plan Tier III – Improvement Activities	
Activity	Continue to implement a school wide BIST behavior program and provide additional training and support for Middle School staff.
Key steps	Provide additional monthly support from the BIST consultants for teachers in grades 6 – 8. Offer additional professional Development in-service opportunities. The Middle School team will be given the opportunity to attend training in Kansas City to help build a team approach.
Start Date	Fall of 2017
Full implementation date	Summer 2018
Person(s) responsible	Superintendent, Project Manager, MS principal
Monitor and evaluate	Superintendent, Project Manager, MS principal
Cost for duration of grant	\$35,000

Action Plan Tier III – Improvement Activities	
Activity	The continuation of grant support to help offset the salaries of the co-coordinators for the Madison Teammates chapter. Madison is the only chapter in the state that has both an English speaking and bi-lingual co-coordinators to support our transitioning community. This program has developed into one of our strongest connections between school and home. To build upon the current success, grant funds will be utilized for additional time to support this program.
Key steps	As we continue the development of this program, it has been identified that additional time is needed at our Middle School level to support all parties involved. Currently, 30 of the 37 Madison students enrolled are at the Middle School. An additional 7 middle school students are on the waiting list to be matched with mentors at a later date. The co-coordinators have set the goal at the middle school that we match all students requesting a mentor.
Start Date	September 2017
Full implementation date	September 2017
Person(s) responsible	Project Manager, MS principal, Student Services, and Teammates Co-coordinators, Teammates Board
Monitor and evaluate	Superintendent
Cost for duration of grant	\$21,000

Action Plan Tier III – Improvement Activities	
Activity	Ron Clark Academy
Key steps	Identify Middle School teaching staff that could benefit from the support of learning strategies developed by Ron Clark. The teachers would receive instruction on the “Essential 55” methodologies to successfully work with families and students that require additional support. The teachers would travel to workshops in the Atlanta, Georgia area and spend 2 days receiving this instruction. The skills received during this training are specific to our middle school and would be shared with other staff members that support our middle school students. The common language will be shared with para-educators, food service, and custodial staff.
Start Date	Summer 2018
Full implementation date	Summer 2018
Person(s) responsible	Project Manager, MS principal, Student Services
Monitor and evaluate	Superintendent
Cost for duration of grant	\$24,000

Action Plan Tier III – Improvement Activities	
Activity	Develop a possible collaboration with Midtown Health Providers to provide behavioral health services on a weekly basis to families of middle school students in need of additional support.
Key steps	Negotiate a rate of pay for services so that Madison middle school students/families can take advantage of this unique and beneficial service. The school counselor will partner with the behavioral specialist to identify students and families with the greatest need for services.
Start Date	September 2018
Full implementation date	September 2018
Person(s) responsible	Board of Education, Administrative Team, School Counselors
Monitor and evaluate	Superintendent
Cost for duration of grant	\$15,000

Action Plan Tier III – Improvement Activities	
Activity	Pearson Education Inc. will be contracted to provide extended professional development for middle School teachers in the area of Science. During the 2016-17 school year, new science curriculum was purchased and implemented in the middle school. The new curriculum aligns well with the state NeSA Science test and although the teachers have received the introductory training, it is apparent that advanced training will be required to move our science scores and skills to the next level.
Key steps	During the 2016-17 school year, allow the teaching staff to develop a baseline of teaching with the new curriculum. During the summer of 2017, the extended professional development would be utilized to help drive a higher level of skill development for our instructional staff in the area of science. Currently, only 28% of our middle school students were proficient on NeSA Science assessment. The professional staff from Pearson will also be contracted to come and evaluate our middle school classrooms effectiveness and provide coaching support in the area of science.
Start Date	Fall inservice of 2017
Full implementation date	Throughout school years 2017, 2018, 2019
Person(s) responsible	Project Manager, MS principal, Student Services
Monitor and evaluate	Superintendent
Cost for duration of grant	\$12,000

A.3 Additional School Information

a – Percent Low Income reported on the NCLB Consolidated Application for this building for the 2015-2016 school year	70%
b – Total number of reading subgroups not making adequate yearly progress for the 2014-2015 school year	5
c – Total number of math subgroups not making adequate yearly progress for the 2014-2015 school year	5

SCHOOL IMPROVEMENT GRANT APPLICATION BUDGET

District Name: Madison Public School

NDE County District No: 59-001

School Name: Madison Middle School

NDE School ID:

SIG Model Selected for this School

Mark selected model with an "X" below

TURNAROUND MODEL	
RESTART MODEL	
SCHOOL CLOSURE	
TRANSFORMATION MODEL	X
EARLY LEARNING MODEL	
EVIDENCE-BASED WHOLE-SCHOOL REFORM MODEL (Must select from one of the USDE approved models) List Model chosen on line below.	

An LEA must include a budget that indicates the amount of School Improvement Grant (SIG) funds it will use each year in each Tier I, Tier II, and Tier III school it commits to serve. The LEA *may* use one year of funding for planning and other pre-implementation activities; *must* use at least three years for full implementation of the selected intervention; and *may* use up to two years for activities related to sustaining reforms following at least three years of full intervention implementation. The LEA will need to complete a separate budget for each building. Please complete the yearly budgets below for the school listed above. **BUDGET MUST SUPPORT ACTION PLANS INCLUDED IN THE APPLICATION.**

NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant comes to an end.

Year 1 Budget (2016-17)

Indicate Year 1 Activities by marking an "X" below

Planning and/or Pre-Implementation Activities	X
Full Implementation	

Brief Description (i.e. Name or Job Title)		Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries				\$0
				\$0
				\$0
				\$0
				\$0

District Name:	Madison Public School
NDE County District No:	59-001
School Name:	Madison Middle School
NDE School ID:	

[illegible]

District Name:
Madison Public School

NDE County District No:
59-001

School Name:
Madison Middle School

NDE School ID:

Brief Description		Quantity	Amount per Item	Total for Row
500 Capital Outlay		0.00	0.00	\$0
		0.00	0.00	\$0
		0.00	0.00	\$0
		0.00	0.00	\$0
		0.00	0.00	\$0
		500s Total		\$0
Brief Description		Number Participating	Cost per Person	Total for Row
600 Travel/ Professional Development	(1) Intervention Project Manager Ron Clark PD	1.00	2,000.00	\$2,000
	(2) Reading and Math Coach Ron clark PD	1.00	2,000.00	\$2,000
	(3) Middle School Principal Ron Clark PD	1.00	2,000.00	\$2,000
	(4) MS School Counselor Ron Clark PD	1.00	2,000.00	\$2,000
	(4) MS staff (8 staff members) Ron Clark PD	8.00	2,000.00	\$16,000
				\$0
				\$0
				\$0
				\$0
				\$0
			600s Total	\$24,000
(Reasonable and Necessary to Support the Purposes of this Grant)				
Year 1 Budget Total				\$24,000

Indicate Year 2
Activities by marking
an "X" below

Full Implementation

x

Year 2 Budget (2017-18)

Brief Description (i.e. Name or Job Title)		Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries	(1) Middle School Principal	0.50	85,000.00	\$42,500
	(2) Instructional Coach	0.25	56,000.00	\$14,000
	(3) IPM	0.25	80,000.00	\$20,000
	(4) School Counselor	0.25	56,000.00	\$14,000
	(5) TeamMates Coordinator	1.00	7,000.00	\$7,000
	(6) Contracted Services	0.00		\$0

District Name:
Madison Public School

NDE County District No:
59-001

School Name:
Madison Middle School

NDE School ID:

	(7) Jump Start Program	1.00	6,000.00		\$6,000
					\$0
					\$0
					\$0
					\$0
					\$0
			100s Total		\$103,500
200 Benefits	(1) Middle School Principal	19000.00	Percentage	0.50	\$9,500
	(2) Instructional Coach	19000.00		0.25	\$4,750
	(3) IPM	19000.00		0.25	\$4,750
	(4) School Counselor	19000.00		0.25	\$4,750
	(5) TeamMates Coordinator			1.00	\$0
	(6) Contracted Services			0.00	\$0
	(7) Jump Start Program		200s Total		\$23,750
300 Purchased Service/ Lease Agreement	Brief Description (List Provider if Known)		Enter "1" Below	Enter Total Annual Cost	Total for Row
	(1) Middle School Principal		0.00	0.00	\$0
	(2) Instructional Coach		0.00	0.00	\$0
	(3) IPM		0.00	0.00	\$0
	(4) School Counselor		0.00	0.00	\$0
	(5) TeamMates Coordinator		0.00	0.00	\$0
	(6) Contracted Services		1.00	42,000.00	\$42,000
	(7) Jump Start Program				\$0
			300s Total		\$42,000
400 Supplies & Materials/ Operational Equipment	Brief Description		Quantity	Amount per Item	Total for Row
	(1) Middle School Principal		1.00	8,000.00	\$8,000
	(2) Instructional Coach		1.00	8,000.00	\$8,000
	(3) IPM		1.00	5,000.00	\$5,000
	(4) School Counselor		1.00	2,000.00	\$2,000
	(5) TeamMates Coordinator		1.00	5,000.00	\$5,000
	(6) Contracted Services		1.00	0.00	\$0
	(7) Jump Start Program				\$0
					\$0
					\$0
					\$0
					\$0
					\$0
			400s Total		\$28,000
	Brief Description		Quantity	Amount per Item	Total for Row

District Name:	Madison Public School
NDE County District No:	59-001
School Name:	Madison Middle School
NDE School ID:	

500 Capital Outlay	Brief Description	Number Participating	Cost per Person	500s Total	Total for Row
	(1) Middle School Principal	0.00	0.00	0.00	\$0
	(2) Instructional Coach	0.00	0.00	0.00	\$0
	(3) IPM	0.00	0.00	0.00	\$0
	(4) School Counselor	0.00	0.00	0.00	\$0
	(5) TeamMates Coordinator	0.00	0.00	0.00	\$0
500s Total					\$0
600 Travel/ Professional Development	(1) Middle School Principal	1.00	3,250.00	3,250.00	\$3,250
	(2) Instructional Coach	1.00	3,250.00	3,250.00	\$3,250
	(3) IPM	1.00	3,250.00	3,250.00	\$3,250
	(4) School Counselor	1.00	3,000.00	3,000.00	\$3,000
	(5) TeamMates Coordinator	0.00			\$0
	(6) Contracted Services	0.00			\$0
	(7) Jump Start Program				\$0
600s Total					\$12,750

(Reasonable and Necessary to Support the Purposes of this Grant)

Year 2 Budget Total

\$210,000

Indicate Year 3
Activities by marking
an "X" below

Year 3 Budget (2018-19)

Full Implementation	X
---------------------	---

100 Salaries	Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
	(1) Middle School Principal	0.50	85,000.00	\$42,500
	(2) Instructional Coach	0.25	56,000.00	\$14,000
	(3) IPM	0.25	80,000.00	\$20,000
	(4) School Counselor	0.25	56,000.00	\$14,000
	(5) TeamMates Coordinator	1.00	7,000.00	\$7,000
	(6) Contracted Services	0.00	0.00	\$0
	(7) Jump Start Program	1.00	6,000.00	\$6,000

District Name:	Madison Public School
NDE County District No:	59-001
School Name:	Madison Middle School
NDE School ID:	

[illegible]

District Name:	Madison Public School
NDE County District No:	59-001
School Name:	Madison Middle School
NDE School ID:	

Capital Outlay		Brief Description	Number Participating	Cost per Person	Total for Row
600 Travel/ Professional Development	(2) Instructional Coach		1.00	500.00	\$500
	(3) IPM		1.00	500.00	\$500
	(4) School Counselor		1.00	1,000.00	\$1,000
	(5) TeamMates Coordinator		1.00	0.00	
			0.00		\$0
			0.00		\$0
			0.00		\$0
			0.00		\$0
			0.00		\$0
			0.00		\$0
500s Total					\$2,000
Indirect Costs	(1) Middle School Principal		1.00	500.00	\$500
	(2) Instructional Coach		1.00	500.00	\$500
	(3) IPM		1.00	1,000.00	\$1,000
	(4) School Counselor		1.00	0.00	
	(5) TeamMates Coordinator		0.00		\$0
	(6) Contracted Services		0.00		\$0
					\$0
					\$0
					\$0
					\$0
600s Total					\$2,000
(Reasonable and Necessary to Support the Purposes of this Grant)					
Year 3 Budget Total					\$195,000

(Optional) Year 4 Budget (2019-20)

Full Implementation		X
Sustaining Reforms		

100		Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
Salaries	(1)	Middle School Principal	0.50	85,000.00	\$42,500
	(2)	Instructional Coach	0.25	56,000.00	\$14,000
	(3)	IPM	0.25	80,000.00	\$20,000
	(4)	School Counselor	0.25	56,000.00	\$14,000
	(5)	TeamMates Coordinator	1.00	7,000.00	\$7,000
	(6)	Contracted Services	0.00	10,000.00	\$0
	(7)	Jump Start Program	0.00	6,000.00	\$0

District Name:	Madison Public School
NDE County District No:	59-001
School Name:	Madison Middle School
NDE School ID:	

[illegible]

District Name:	Madison Public School
NDE County District No:	59-001
School Name:	Madison Middle School
NDE School ID:	

[illegible]

(Optional) Year 5 Budget (2020-21)

Full Implementation	
Sustaining Reforms	X

[illegible]

District Name:	Madison Public School
NDE County District No:	59-001
School Name:	Madison Middle School
NDE School ID:	

[illegible]

District Name:	Madison Public School
NDE County District No:	59-001
School Name:	Madison Middle School
NDE School ID:	

[illegible]

